



**MISSOULA**  
COUNTY PUBLIC SCHOOLS

**INFORMATION  
LITERACY/  
LIBRARY MEDIA  
CURRICULUM**

**ADOPTED JUNE, 2008**

---

## Table of Contents

Curriculum Developers, 2007-2008.....	3
MCPS Mission, Vision, and Guiding Principles.....	4
Curriculum Vision and Assessment .....	5
Recognition of American Indian Culture and Heritage .....	5
AASL Common Beliefs .....	6
What the Research Says .....	7
Standards and Benchmarks .....	8
Performance Descriptors.....	13
Learning Targets .....	29
K-5 Scope and Sequence.....	37
6-12 Scope and Sequence.....	45
Appendix I: Glossary .....	53
Appendix II: Library Bill of Rights .....	57
Appendix III: State Law – Library Media Standards and Procedures .....	58
Appendix IV: Selection of Library Materials – 2310 .....	60
Appendix V: Weeding Procedure – 2310P .....	61
Appendix VI: Copyright – 2312 .....	64
Appendix VII: Copyright Compliance – 2312P.....	65
Appendix VIII: Procedure for Dealing with Challenged Materials – 2313P.....	67
Appendix IX: Big6 Skills.....	69
Appendix X: Comprehension Strategies .....	70
Appendix XI: Essential Understandings Regarding Montana Indians .....	71
Appendix XII: Bloom’s Taxonomy .....	72
Appendix XIII: References .....	73

## Curriculum Developers

This guide was developed by Missoula County Public Schools Library Media Curriculum Committee under the direction of Gail Becker, Assistant Superintendent, Missoula County Public Schools and Julie Hainline, Library Media Coordinator, Missoula County Public Schools.

### Missoula County Public Schools Library Media Curriculum Committee 2007-2008

<u>Grade Level/Position</u>	<u>Name</u>	<u>School Name</u>
6-8 LMS	Jane Billstein	Meadow Hill/Washington
9-12 LMS	Julie Burckhard	Hellgate
9-12 LMS	Jillian Crerar	Hellgate
9-12 LMS	<b>*Christine Fogerty</b>	Big Sky
6-8 LMS	Dayl Fredrickson	Washington
6-8 LMS	<b>*Brenda Gillhouse</b>	Meadow Hill
K-5 LMS	Mary Greil	Chief Charlo
K-12 Coordinator	<b>*Julie Hainline</b>	Administration
9-12 LMS	Marcia Herman	Big Sky/Willard
K-5 LMS	<b>*Erin Lipkind</b>	Lewis & Clark
6-8 LMS	<b>*Laraine Lundgren</b>	C. S. Porter
K-5 LMS	Pat Marne	Russell
K-5 LMS	Carole Monlux	Paxson
K-5 LMS	Michele Nokleby	Hawthorne
K-5 LMS	Nancy Peterson	Franklin
K-5 LMS	<b>*Andrea Phillip</b>	Lowell
9-12 LMS	<b>*Kim Rott</b>	Sentinel
K-5 LMS	Patti Schwisow	Rattlesnake
9-12 LMS	Vicki Sherouse	Sentinel
9-12 LMS	Katrina Stout	Seeley Swan
K-5 LMS	<b>*Elaine Williams</b>	Cold Springs

**\* Focus Group**

## **MCPS Mission**

At Missoula County Public Schools (MCPS), our mission is to ensure that each student achieves his/her full and unique potential. (Approved by Board of Trustees September 12, 2006)

## **MCPS Vision – 5 Years**

MCPS provides a broad education, recognized for its quality, for every student in a safe, stimulating learning environment. All MCPS students are challenged to develop critical thinking skills, citizenship responsibilities, communication competency, value for the arts, literature, and sciences, understanding of the importance of health and wellness, a love for learning, and preparation for life beyond high school regardless of their vocational pathway. The community trusts and supports the MCPS Board of Trustee's leadership and vision because the Board:

- Seeks out and values input from the community through useful public participation strategies and is known for fiscal responsibility and efficiency.
- Hires highly qualified and competent administration and staff and encourages ongoing education for them as well as Board members.
- Searches out and is successful at finding alternative and non-traditional funding sources to support District programs.
- Is perceived by the public as competent, consistent and having integrity.

## **MCPS Guiding Principles**

- We believe that every child has his/her own educational potential and deserves to be fully challenged.
- We believe we have a responsibility to motivate students to become lifelong learners and productive citizens.
- We believe that MCPS should be a safe learning environment.
- We believe that Board decisions should value and consider community input, administrative and staff recommendations, and educational best practices.
- We treat all employees with respect and provide them with a professional and supportive working environment.
- We believe that Administration is the critical component in operating the District.
- We believe that the health and wellness of students and staff is essential.
- We recognize our critical responsibility to safeguard the public's trust in public education.

(Affirmed by Board of Trustees on November 9, 2004)

## **Vision for Information Literacy/Library Media Curriculum**

Information literacy is the ability to recognize when information is needed and then locate, evaluate, and effectively use the information. (Adapted from ACRL)

All Missoula County Public School students require equitable access to a variety of resources, encompassing the breadth of human conversations and creations for academic achievement and personal growth. By learning to access and evaluate information they gain an appreciation and respect for diverse ideas and creative expressions. By using information literacy skills in all aspects of learning, students become empowered and engaged lifelong learners. To thrive in the 21<sup>st</sup> Century, students must employ a process of inquiry that can be adapted to any information need. By learning strategies to manage and ethically use information, Missoula County Public School students open the door to the world in all its diversity. Library media specialists, in collaboration with other classroom and content area teachers, empower all students to become information literate.

### **Assessment**

It is the charge of the School Library Media Specialist to provide intellectual access to information through learning activities that are integrated into the curriculum. It is our goal to help all students achieve information literacy by developing effective cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum. Our assessment piece will focus on constructing effective models as collaborative teaching partners in assessment; interpreting statistical evidence of student learning, and examining the viability of student-driven assessment.

## **Recognition of American Indian Culture and Heritage in the Curriculum Process**

The Board fully supports the legislative intent of Article X, Section 1 (2) of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures as reflected in Montana Code Annotated 20-1-501 and 20-9-309 2(c) MCA, "Indian Education For All."

Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public Schools students, in accordance with the state Constitution and state standards. Instruction concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. The Information Literacy/Library Media curriculum reflects this policy. Staff development will be provided pertinent to curriculum implementation.

# Standards for the 21<sup>st</sup>-Century Learner

## **Common Beliefs:**

### **Reading is a window to the world.**

Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g. picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.

### **Inquiry provides a framework for learning.**

To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.

### **Ethical behavior in the use of information must be taught.**

In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsible and safely.

### **Technology skills are crucial for future employment needs.**

Today's students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.

### **Equitable access is a key component for education.**

All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.

### **The definition of information literacy has become more complex as resources and technologies have changed.**

Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.

### **The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.**

The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.

### **Learning has a social context.**

Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.

### **School libraries are essential to the development of learning skills.**

School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21<sup>st</sup> century.

© 2007 by the American Association of School Librarians

## **Certified School Library Media Specialists and School Libraries Are Vital to High Achieving Schools**

Direct correlation can be made between student achievement and school library programs led by library media specialists whose dual teaching certification uniquely qualifies them to...

---

- *Provide leadership in the school for achieving school Mission, Objectives, and Strategies*
- *Provide intellectual and physical access to information in print and media resources*
- *Provide intellectual and physical access to information technologies, either local or Web-based*
- *Collaborate with teachers to provide resources and activities for course, unit, and lesson integration*
- *Assist teachers and students to search out their information needs, critically evaluate the materials they locate, and use technological means to synthesize their findings into new knowledge*
- *Teach information skills*
- *Organize and maintain a collection of valuable resources*
- *Manage information*
- *Promote reading advocacy by matching students and books*
- *Provide resources and activities to promote student achievement*
- *Provide resources and activities for students that are meaningful now and in the future*
- *Maintain a supportive and nurturing environment, in the library and network environment, to increase student satisfaction and achievement.*

Woolls, Blanche. (2004). *The School Library Media Manager*, 3<sup>rd</sup> Edition.  
Westport, CT: Libraries Unlimited

# Missoula County Public Schools Standards for Information Literacy/Library Media

## **Content Standard 1**

Students identify the task and determine the resources needed.

***Rationale:*** Students encounter "increasingly vast and complex collections of information" in today's world (Murray 1). Literacy implies more than vocabulary and awareness; it requires critical thinking (Murray 13). Students need skills to help them identify a task or problem and then determine which resources will best solve their specific academic and/or personal requirements. The Big6™ Model provides students with direction, purpose and strategies to initiate the process. Content Standard 1 addresses the first two steps in the Big6 model: Task Definition and Information Seeking Strategies.

## **Benchmarks**

Students will:

<b>End of Grade 5</b>	<b>End of Grade 8</b>	<b>Upon Graduation – End of Grade 12</b>
Define the problem	Analyze the parts of the problem to be solved	Evaluate the purpose and scope of the problem
Identify types of information needed	Identify information resources needed	Determine the nature and extent of information needed
Choose from a range of resources	Evaluate and select appropriate resources	Evaluate and select appropriate resources



## **Content Standard 2**

Students locate sources, use information, and present findings.

### ***Rationale:***

*Inquiry-based learning has progressed from traditional research to a problem solving process. Multiple literacies, including digital, visual, and textual have now joined information literacy as critical skills for the 21<sup>st</sup> Century. The amount and complexity of information necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively. The Big6™ Model provides students with direction, purpose and strategies to further the process. Content Standard 2 addresses steps 3, 4 and 5 in the Big6 model: Location and Access, Use of Information, and Synthesis.*

### **Benchmarks**

Students will:

<b>End of Grade 5</b>	<b>End of Grade 8</b>	<b>Upon Graduation – End of Grade 12</b>
Locate a resource needed to solve the problem	Locate multiple resources using search tools	Locate multiple resources using a variety of search tools
Evaluate resources	Evaluate resources	Evaluate resources
Locate information within the resource	Locate information within multiple resources	Locate information within a wide variety of resources
Extract information from resources needed to solve the problem	Extract information from multiple resources needed to solve the problem	Extract information from a wide variety of resources needed to solve the problem
Organize information to solve the problem	Organize and manage information to solve the problem	Organize and manage information from a wide variety of sources to solve the problem
Create a product that presents findings	Create a product that presents findings	Create and defend a product that presents findings

### **Content Standard 3**

Students evaluate the product and learning process.

*Rationale:*

*"The final project is more than a goal; it is an opportunity to help students learn how to solve problems and make decisions by engaging higher level thinking skills in a systematic way" (Janet R. Murray, 2008).*

*Students must be prepared to critically evaluate the results of their research, and then apply those results effectively in future learning and decision-making for personal growth and empowerment. This critical evaluation requires that students have frequent opportunities throughout the process to self-assess in order to revise strategies. Content Standard 3 addresses step 6 in the Big6 model: Evaluation.*

### **Benchmarks**

Students will:

<b>End of Grade 5</b>	<b>End of Grade 8</b>	<b>Upon Graduation – End of Grade 12</b>
Assess the quality of the product	Assess the quality and effectiveness of the product	Assess the quality and effectiveness of the product
Describe the process	Evaluate how the process met the need for information	Evaluate the process in order to revise strategies

## **Content Standard 4**

Students use information safely, ethically and legally.

***Rationale:*** For students to contribute positively in a learning community, they must have equitable access to information in an environment that is safe and conducive to learning. Because learning has a social context, students need to develop skills in sharing knowledge with others, both in face-to-face situations and through digital environments. Students must recognize and respect the intellectual and creative property rights of others.

### **Benchmarks**

Students will:

<b>End of Grade 5</b>	<b>End of Grade 8</b>	<b>Upon Graduation – End of Grade 12</b>
Legally obtain and use information	Legally obtain, store and disseminate text, data, images or sounds	Legally obtain, store and disseminate text, data, images or sounds
Identify the owner of ideas and information	Appropriately credit ideas and works of others	Follow copyright laws and fair use guidelines when using the intellectual property of others
Participate and collaborate in intellectual and social networks following safe and accepted practices	Participate and collaborate in intellectual and social networks following safe and accepted practices	Participate and collaborate in intellectual and social networks following safe and accepted practices

## **Content Standard 5**

Students pursue individual interests through literature and other creative expressions.

***Rationale:*** School libraries provide equitable access to literature and information resources that contribute to the development of lifelong learners. Central to learning is a respect and appreciation for the many voices and cultures in our world, including Montana American Indians. Students deserve the opportunity to explore creative expression, engage in independent learning, and read for personal enjoyment as well as fulfill academic tasks.

### **Benchmarks**

Students will:

<b>End of Grade 5</b>	<b>End of Grade 8</b>	<b>Upon Graduation – End of Grade 12</b>
Use a variety of print and digital formats for pleasure and personal growth	Use and respond to a variety of print and digital formats for pleasure and personal growth	Use and critique a variety of print and digital formats for pleasure and personal growth
Use a variety of genres for pleasure and personal growth	Use and respond to a variety of genres for pleasure and personal growth	Use and critique a variety of genres for pleasure and personal growth
Access and understand multiple resources from diverse cultures, including Montana American Indians	Analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians	Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians
Access libraries to seek information for personal interest	Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library	Access and use resources and information from all types of information environments to pursue personal and creative interests

# Montana K-12 Library Media-Information Literacy Performance Descriptors A Profile of Four Levels

The Library Media-Information Literacy Performance Descriptors define students' knowledge, skills, and abilities in the Library Media-Information Literacy content area on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at four performance levels: advanced, proficient, nearing proficiency, and novice.

***Advanced:*** This level denotes superior performance.

***Proficient:*** This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

***Nearing Proficiency:*** This level denotes that the student has partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark.

***Novice:*** This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

## **Content Standard 1:**

Students identify the task and determine the resources needed.

### **Grade 5 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently summarizes and restates the task or problem to be solved	Summarizes and restates the task or problem to be solved	With guidance summarizes and restates the task or problem to be solved	With assistance restates the task or problem to be solved
Independently brainstorms search terms to guide problem solving	Brainstorms several search terms to guide problem solving	With guidance brainstorms a few search terms to guide problem solving	With assistance brainstorms a search term to guide problem solving
Independently narrows or broadens a topic	Narrows or broadens a topic	With guidance narrows or broadens a topic	With assistance narrows or broadens a topic
Independently identifies possible resources	Identifies possible resources	With guidance identifies possible resources	With assistance identifies possible resources
Independently selects an appropriate resource to meet information need	Selects an appropriate resource to meet information need	With guidance selects appropriate resource to meet information need	With assistance selects an appropriate resource to meet information need

## **Content Standard 1:**

Students identify the task and determine the resources needed.

### **Grade 8 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently summarizes and restates the task or problem to be solved	Summarizes and restates the task or problem to be solved	With guidance summarizes and restates the task or problem to be solved	With assistance restates the task or problem to be solved
Independently breaks down the task into manageable parts	Breaks down the task into manageable parts	With guidance breaks down the task into manageable parts	With assistance breaks down the task into manageable parts
Independently brainstorms search terms to guide problem solving	Brainstorms several search terms to guide problem solving	With guidance brainstorms a few search terms to guide problem solving	With assistance brainstorms a search term to guide problem solving
Independently narrows or broadens the topic to manageable focus	Narrows or broadens the topic to manageable focus	With guidance narrows or broadens the topic to manageable focus	With assistance narrows or broadens the topic to manageable focus
Independently identifies possible sources of information	Identifies possible sources of information	With guidance identifies possible sources of information	With assistance identifies possible sources of information
Independently compares resources needed	Compares resources needed	With guidance compares two or more resources needed	With assistance compares two resources needed
Independently decides which resources will be the most appropriate for the problem to be solved	Decides which resources will be the most appropriate for the problem to be solved	With guidance decides which resources will be the most appropriate for the problem to be solved	With assistance decides which resources will be the most appropriate for the problem to be solved

## **Content Standard 1:**

Students identify the task and determine the resources needed.

### **Grade 12 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently determines the parameters of the problem	Determines the parameters of the problem	With guidance determines the parameters of the problem	With assistance determines the parameters of the problem
Independently formulates questions to guide problem solving	Formulates questions to guide problem solving	With guidance formulates questions to guide problem solving	With assistance formulates questions to guide problem solving
Independently brainstorms search terms to guide problem solving	Brainstorms search terms to guide problem solving	With guidance brainstorms search terms to guide problem solving	With assistance brainstorms search terms to guide problem solving
Independently narrows or broadens the topic to manageable focus	Narrows or broadens the topic to manageable focus	With guidance narrows or broadens the topic to manageable focus	With assistance narrows or broadens the topic to manageable focus
Independently decides the types and the amount of information needed to solve the problem	Decides the types and the amount of information needed to solve the problem	With guidance decides the types and the amount of information needed to solve the problem	With assistance decides the types and the amount of information needed to solve the problem
Independently identifies possible resources	Identifies possible resources	With guidance identifies possible resources	With assistance identifies possible resources
Independently evaluates resources	Evaluates resources	With guidance evaluates resources	With assistance evaluates resources
Independently selects resources to solve the problem	Selects resources to solve the problem	With guidance selects resources to solve the problem	With assistance selects resources to solve the problem
Independently selects resources to solve the problem	Selects resources to solve the problem	With guidance selects resources to solve the problem	With assistance selects resources to solve the problem

Parameter = extent of the problem



## **Content Standard 2:**

Students locate sources, use information, and present findings.

### **Grade 5 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently locates resources to solve the problem	Locates resources to solve the problem within a pre-selected range or collection of resources	With guidance locates resources to solve the problem within a pre-selected range or collection of resources	With assistance locates resources to solve the problem within a pre-selected range or collection of resources
Independently locates information within resources	Locates information within resources	With guidance locates information within resources	With assistance locates information within resources
Independently identifies the point of view in information, including perspectives of Montana American Indians	Identifies the point of view in information, including perspectives of Montana American Indians	With guidance identifies the point of view in information, including perspectives of Montana American Indians	With assistance identifies the point of view in information, including perspectives of Montana American Indians
Independently reads, views, and listens to extract information from resources	Reads, views, and listens to extract information from resources	With guidance reads, views, and listens to extract information from resources	With assistance reads, views, and listens to extract information from resources
Independently organizes information for use	Organizes information for use	With guidance organizes information for use	With assistance organizes information for use
Independently creates a product that presents findings	Creates a product that presents findings using established guidelines	With guidance creates a product that presents findings using established guidelines	With assistance creates a product that presents findings using established guidelines

## **Content Standard 2:**

Students locate sources, use information, and present findings.

### **Grade 8 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently locates multiple resources using a variety of search tools	Locates multiple resources using pre-selected search tools	With guidance locates multiple resources using pre-selected search tools	With assistance locates multiple resources using pre-selected search tools
Independently evaluates authority, accuracy and currency of resources	Evaluates authority, accuracy and currency of resources	With guidance evaluates authority, accuracy and currency of resources	With assistance evaluates authority, accuracy and currency of resources
Independently locates information within resources	Locates information within resources	With guidance locates information within resources	With assistance locates information within resources
Independently reads, views, and listens to extract information from resources	Reads, views, and listens to extract information from resources	With guidance reads, views, and listens to extract information from resources	With assistance reads, views, and listens to extract information from resources
Independently identifies the point of view or bias in information, including perspectives of Montana American Indians	Identifies the point of view or bias in information, including perspectives of Montana American Indians	With guidance identifies the point of view or bias in information, including perspectives of Montana American Indians	With assistance identifies the point of view in information, including perspectives of Montana American Indians
Independently organizes information for use	Organizes information for use	With guidance organizes information for use	With assistance organizes information for use
Independently creates a product that presents findings	Creates a product that presents findings	With guidance creates a product that presents findings	With assistance creates a product that presents findings

## Content Standard 2:

Students locate sources, use information, and present findings.

### Grade 12 Performance Descriptors

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently locates a wide range of resources using a variety of search tools	Locates a wide range of resources using a variety of search tools	With guidance locates a wide range of resources using a variety of search tools	With assistance locates a range of resources using search tools
Independently evaluates authority, accuracy, relevance and currency of resources	Evaluates authority, accuracy, relevance and currency of resources	With guidance evaluates authority, accuracy, relevance and currency of resources	With assistance evaluates authority, accuracy, relevance and currency of resources
Independently locates information within a variety of resources	Locates information within a variety of resources	With guidance locates information within a variety of resources	With assistance locates information within a variety of resources
Independently reads, views and listens to extract information to solve the problem.	Reads, views and listens to extract information to solve the problem	With guidance reads, views and listens to extract information to solve the problem	With assistance reads, views and listens to extract information to solve the problem
Independently identifies the origin, point of view or bias in information, including perspectives of Montana American Indians	Identifies the origin, point of view or bias in information, including perspectives of Montana American Indians	With guidance identifies the origin, point of view or bias in information, including perspectives of Montana American Indians	With assistance identifies the origin, point of view or bias in information, including perspectives of Montana American Indians
Independently organizes and manages a wide range of sources to draw conclusions to solve problems	Organizes and manages a wide range of sources to draw conclusions to solve problems	With guidance organizes and manages a wide range of sources to draw conclusions to solve problems	With assistance organizes and manages a wide range of sources to draw conclusions to solve problems
Independently creates, presents and defends a solution to the problem	Creates, presents and defends a solution to the problem	With guidance creates, presents and defends a solution to the problem	With assistance creates, presents and defends a solution to the problem

### **Content Standard 3:**

Students evaluate their product and learning process.

#### **Grade 5 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Students will independently evaluate finished product according to criteria	Students will evaluate finished product according to criteria	With guidance students will evaluate finished product according to criteria	With assistance students will evaluate finished product according to criteria
Independently uses criteria to judge how well the steps of the problem solving process were followed	Uses criteria to judge how well the steps of the problem solving process were followed	With guidance uses criteria to judge how well the steps of the problem solving process were followed	With assistance uses criteria to judge how well the steps of the problem solving process were followed

### **Content Standard 3:**

Students evaluate their product and learning process.

#### **Grade 8 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficiency</b>	<b>Novice</b>
Independently evaluate finished product according to criteria	Evaluate finished product according to criteria	With guidance evaluate finished product according to criteria	With assistance evaluate finished product according to criteria
Independently uses criteria to judge how well the steps of the problem solving process were followed	Uses criteria to judge how well the steps of the problem solving process were followed	With guidance uses criteria to judge how well the steps of the problem solving process were followed	With assistance uses criteria to judge how well the steps of the problem solving process were followed
Independently identifies improvements to the problem solving process	Identifies improvements to the problem solving process	With guidance identifies improvements to the problem solving process	With assistance identifies improvements to the problem solving process

### **Content Standard 3:**

Students evaluate their product and learning process.

#### **Grade 12 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently evaluate finished product according to criteria	Evaluate finished product according to criteria	With guidance evaluate finished product according to criteria	With assistance evaluate finished product according to criteria
Independently uses criteria to judge how well the steps of the problem solving process were followed	Uses criteria to judge how well the steps of the problem solving process were followed	With guidance uses criteria to judge how well the steps of the problem solving process were followed	With assistance uses criteria to judge how well the steps of the problem solving process were followed
Independently identifies improvements to the problem solving process	Identifies improvements to the problem solving process	With guidance identifies improvements to the problem solving process	With assistance identifies improvements to the problem solving process
Independently justifies decisions based on project criteria	Justifies decisions based on project criteria	justifies decisions based on project criteria	With guidance justifies decisions based on project criteria

### **Content Standard 4:**

Students use information safely, ethically and legally.

#### **Grade 5 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently follows copyright laws and fair use guidelines when using information	Follows copyright laws and fair use guidelines when using information	With guidance follows copyright laws and fair use guidelines when using information	With assistance follows copyright laws and fair use guidelines when using information
Independently credits ideas and works of others	Credits ideas and works of others	With guidance credits ideas and works of others	With assistance credits ideas and works of others
Independently practices safe, ethical and legal behavior in supervised intellectual and social networks	Practices safe, ethical and legal behavior in supervised intellectual and social networks	With guidance practices safe, ethical and legal behavior in supervised intellectual and social networks	With assistance practices safe, ethical and legal behavior in supervised intellectual and social networks

### **Content Standard 4:**

Students use information safely, ethically and legally.

#### **Grade 8 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds	Follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds	With guidance follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds	With assistance follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds
Independently and appropriately credits ideas and works of others	Appropriately credits ideas and works of others	With guidance appropriately credits ideas and works of others	With assistance appropriately credits ideas and works of others
Independently practices safe, ethical and legal behavior in intellectual and social networks	Practices safe, ethical and legal behavior in intellectual and social networks	With guidance practices safe, ethical and legal behavior in intellectual and social networks	With assistance practices safe, ethical and legal behavior in intellectual and social networks



### **Content Standard 4:**

Students use information safely, ethically and legally.

#### **Grade 12 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds	Follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds	With guidance follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds	With assistance follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds
Independently and appropriately credits ideas and works of others.	Appropriately credits ideas and works of others	With guidance appropriately credits ideas and works of others	With assistance appropriately credits ideas and works of others
Independently practices safe, ethical and legal behavior in intellectual and social networks	Practices safe, ethical and legal behavior in intellectual and social networks	With guidance practices safe, ethical and legal behavior in intellectual and social networks	With assistance practices safe, ethical and legal behavior in intellectual and social networks

### **Content Standard 5:**

Students pursue personal interests through literature and other creative expressions.

#### **Grade 5 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently chooses resources based on personal interests	Chooses resources based on personal interests	With guidance chooses resources based on personal interests	With assistance chooses resources based on personal interests
Independently uses a variety of print and digital resources	Uses a variety of print and digital resources	With guidance uses some print and digital resources	With assistance uses a few print and digital resources
Independently explores a variety of genres	Explores a variety of genres	With guidance explores a variety of genres	With assistance explores a variety of genres
Independently explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians	Explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians	With guidance explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians	With assistance explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians

### **Content Standard 5:**

Students pursue personal interests through literature and other creative expressions.

#### **Grade 8 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently chooses resources based on personal interests	Chooses resources based on personal interests	With guidance chooses resources based on personal interests	With assistance chooses resources based on personal interests
Independently uses and responds to a variety of print and digital resources	Uses and responds to a variety of print and digital resources	Uses and responds to some print and digital resources	Uses and responds to a few print and digital resources
Independently uses and responds to a variety of genres	Uses and responds to a variety of genres	With guidance uses and responds to genres	With assistance uses and responds to genres
Independently analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians	Analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians	With guidance analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians	With assistance compares and contrasts multiple resources and creative expressions from diverse cultures, including Montana American Indians

### **Content Standard 5:**

Students pursue personal interests through literature and other creative expressions.

#### **Grade 12 Performance Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
Independently chooses resources based on personal interests	Chooses resources based on personal interests	With guidance chooses resources based on personal interests	With assistance chooses resources based on personal interests
Independently uses and critiques a variety of print and digital resources	Uses and critiques a variety of print and digital resources	Uses and critiques some print and digital resources	With assistance uses and critiques a few print and digital resources
Independently uses and critiques a variety of genres	Uses and critiques a variety of genres	With guidance uses and critiques genres	With assistance compares and contrasts genres
Independently evaluates multiple resources and other creative expressions from diverse cultures, including Montana American Indians	Evaluates multiple resources and other creative expressions from diverse cultures, including Montana American Indians	With guidance evaluates multiple resources and other creative expressions from diverse cultures, including Montana American Indians	With assistance compares and contrasts multiple resources and other creative expressions from diverse cultures, including Montana American Indians

# Information Literacy/Library Media Curriculum

## Standard 1

**Students identify the task and determine the resources needed.**

### Learning Targets

<b>Grade 5</b>	<b>Grade 8</b>	<b>Grade 12</b>
<ol style="list-style-type: none"> <li>1. I summarize and restate the task or problem to be solved. This means I can explain what I am supposed to do.</li> <li>2. I identify several search terms to guide my work. This means I can state keywords to use to search for information.</li> <li>3. I determine if my topic is too narrow or too broad. This means I can narrow or broaden my topic.</li> <li>4. I search for sources. This means I can use the online catalog.</li> <li>5. I search teacher-prescribed internet sites and electronic sources to meet my information needs. This means I can go to a given website or electronic source and locate information.</li> <li>6. I determine the usefulness of information. This means I can select information by copyright date, source, purpose, and type of information.</li> </ol>	<ol style="list-style-type: none"> <li>1. I summarize and restate the task or problem to be solved. This means I explain what I am supposed to do.</li> <li>2. I list the parts of the problem to be solved. This means I can summarize the steps I will take.</li> <li>3. I identify several search terms to guide my work.</li> <li>4. I determine if my topic is too narrow or too broad. This means I formulate specific questions to narrow or broaden my focus.</li> <li>5. I list a variety of possible information resources. This means I can identify several print and electronic resources that would produce the information I need.</li> <li>6. I compare resources to solve my task. This means I judge which source or format will be reliable and useful to solve the problem.</li> <li>7. I select resources that have the information I need.</li> </ol>	<ol style="list-style-type: none"> <li>1. I determine the parameters of the problem. This means I understand the task at hand.</li> <li>2. I generate relevant questions on issues or topics that can be researched.</li> <li>3. I brainstorm search terms. This means I know when and how to use a subject search, keyword search or advanced search.</li> <li>4. I determine if my topic is too narrow or too broad. This means I formulate specific questions to narrow or broaden my focus.</li> <li>5. I determine the types and amount of information I need to solve the problem. This means I focus my efforts.</li> <li>6. I brainstorm possible sources of information to solve the problem. This means I can find information from print, from databases, and other sources including the free web.</li> </ol>

Grade 5	Grade 8	Grade 12
<p>7. I list possible resources. This means I think of sources I can use to find the information I need and write them down.</p> <p>8. I compare sources. This means I judge which resource best meets my information needs.</p> <p>9. I select appropriate resources to find the information I need. This means I choose the best source to get my information.</p>		<p>7. I evaluate sources for currency, accuracy, bias, and credibility. I understand the difference between primary, secondary sources and use them appropriately.</p> <p>8. I select sources that meet my information need and defend my choices.</p>

# Information Literacy/Library Media Curriculum

## Standard 2

**Students locate sources, use information, and present their findings.**

### Learning Targets

<b>Grade 5</b>	<b>Grade 8</b>	<b>Grade 12</b>
<ol style="list-style-type: none"> <li>1. I locate sources to solve problems. This means I can find the resources I need by using the online catalog to identify author, title, and call#.</li> <li>2. I find materials by library sections. This means I can find them in the fiction, nonfiction, or reference sections.</li> <li>3. I find information located in the features of a resource. This means I can recognize and use table of contents, indexes, charts, lists, maps, glossary, headings, subheadings, bold print, diagrams, and illustrations to find the information I need.</li> <li>4. I read, view and actively listen for specific information. This means I can read, skim/scan, view and listen for main ideas, facts, given information, opinions, and points of view in a resource or story.</li> <li>5. I analyze and evaluate fact versus fiction. This means that I can compare and contrast fact versus fiction, state which one is resource or story and explain why.</li> </ol>	<ol style="list-style-type: none"> <li>1. I locate several different sources using a variety of search tools. This means I can locate electronic and print resources available to me.</li> <li>2. I evaluate resources for authority, accuracy and currency.</li> <li>3. I find information within a variety of resources. This means I can use an index, table of contents, navigate electronic resources to locate the information I need.</li> <li>4. I read, view and listen for information in multiple formats. This means I filter information to obtain what I need to solve my problem.</li> <li>5. I identify multiple points of view and bias in information to include the perspectives of. This means I know that people have different opinions, beliefs and biases in resources.</li> <li>6. I examine sources for concepts and details. This means I can match the information to my question.</li> </ol>	<ol style="list-style-type: none"> <li>1. I locate a wide range of sources using a variety of search tools. This means I can access and navigate electronic and print resources available to me including primary and secondary sources.</li> <li>2. I evaluate resources for authority, accuracy and currency.</li> <li>3. I find information within a variety of resources. This means I can use an index, table of contents, and navigate electronic resources to locate the information I need.</li> <li>4. I read, view and listen for information in multiple formats. This means I examine the sources for concepts and details.</li> <li>5. I consider the appropriateness of my source based on origin, point of view and bias. This means I match the information to my problem and refine my question.</li> <li>6. I extract information needed to solve the problem.</li> </ol>

Grade 5	Grade 8	Grade 12
<p>6. I identify the information I must collect from my sources in order to solve my problem. This means I can recognize and sort information I need.</p> <p>7. I organize my information. This means I can take notes and make outlines. I can draw conclusions from the information I have gathered.</p> <p>8. I tell the difference between a direct quotation and a paraphrased selection. This means I can put my source information into my own words as I need to.</p> <p>9. I make connections among ideas. This means I can identify main ideas, details, and how they are related.</p> <p>10. I know that people have different opinions, beliefs and ideas. This means I can identify different points of view.</p> <p>11. I solve my problem or accomplish my task and share my results. This means that I can design, create and share orally or in writing a product that presents my findings and new understandings.</p> <p>12. I cite my sources for my products. This means I can use a template to make a bibliography.</p>	<p>7. I organize the information I found. This means I can synthesize the information to draw conclusions to solve my problem. This means I have the ability use the information to plan my final product.</p> <p>8. I present my findings. This means that I can create a product that represents my findings.</p>	<p>7. I organize and manage information from the best sources to draw conclusions and to solve problems. This means I synthesize information from multiple sources.</p> <p>8. I create, present and defend a solution to the problem. This means I can select and create the best media for my audience.</p>



**Information Literacy/Library Media Curriculum**  
**Standard 3**  
**Students evaluate their product and learning process.**

Learning Targets

<b>Grade 5</b>	<b>Grade 8</b>	<b>Grade 12</b>
<ol style="list-style-type: none"> <li>1. I evaluate my product and the steps I took to complete my task. This means I reflect on what I did well and what I would do differently next time. I can judge if my final product accomplished my original task.</li> <li>2. I recognize new information and when I understand something new. This means I can tell you what I learned that was new and how it is important to me.</li> <li>3. I set goals for myself as a learner. This means I can list what I have learned on a subject, and what I want and need to learn next, and why.</li> <li>4. I use guidelines to evaluate the steps of the problem-solving process. This means I can name the steps I took to accomplish my task.</li> <li>5. I use guidelines (a rubric) to evaluate my finished product. This means I knew what was expected and can judge my work.</li> </ol>	<ol style="list-style-type: none"> <li>1. I use guidelines (e.g. rubric) to evaluate my finished product. This means I knew what was expected and can judge my work.</li> <li>2. I use guidelines to evaluate the steps of the problem-solving process. This means I know which steps I took to accomplish my task.</li> <li>3. I compare the steps I took to what I initially planned. This means I reflect on the process I used to accomplish the task.</li> <li>4. I set goals for myself as a learner. This means I can list what I have learned on a subject, what I want and need to learn next, and why.</li> </ol>	<ol style="list-style-type: none"> <li>1. I determine the strengths and weaknesses of my solution. This means I know if I found a satisfactory solution to my problem.</li> <li>2. I evaluate my final product on criteria set by myself or others.</li> <li>3. I critique the steps I used in solving my information problem. This means I can defend my decisions based on project criteria.</li> <li>4. I set goals for myself as a learner. This means I can list what I have learned on a subject, what I want and need to learn next, and why.</li> </ol>

**Information Literacy/Library Media Curriculum**  
**Standard 4**  
**Students use information safely, ethically and legally.**

Learning Targets

<b>Grade 5</b>	<b>Grade 8</b>	<b>Grade 12</b>
<ol style="list-style-type: none"> <li>1. I follow library policy and procedures in borrowing, using, renewing and returning library materials. This means I use the library and its materials and technology responsibly, take care of the materials I borrow, and return materials on time.</li> <li>2. I use information and technology safely, ethically and legally. This means I follow the district acceptable use policy.</li> <li>3. I follow copyright guidelines. This means I don't copy, steal ideas or break the law.</li> <li>4. I paraphrase information. This means I know how to put information in my own words.</li> <li>5. I use the Internet safely. This means I use the Internet with adult knowledge and guidance.</li> <li>6. I cite my sources correctly. This means I can create a bibliography of the sources I used.</li> </ol>	<ol style="list-style-type: none"> <li>1. I use information safely, ethically and legally. I also follow the district acceptable use policy.</li> <li>2. I follow copyright guidelines. This means I obtain, store and share text, data, images and sounds without breaking the law.</li> <li>3. I participate and collaborate in a social network of learners appropriately. This means I practice Internet safety.</li> <li>4. I give credit for the ideas and works of others that I have used.</li> </ol>	<ol style="list-style-type: none"> <li>1. I use information safely, ethically and legally. I follow the district acceptable use policy.</li> <li>2. I follow copyright law. This means I legally obtain, store and share text, data, images and sounds.</li> <li>3. I discern between my ideas and the ideas of others and properly cite sources.</li> <li>4. I participate and collaborate in social and intellectual networks of learners safely and appropriately. This means I communicate ethically.</li> <li>5. I do not plagiarize. This means I quote, paraphrase, and cite. I can produce a properly formatted works cited page.</li> </ol>

# Information Literacy/Library Media Curriculum

## Standard 5

**Students pursue individual interests through literature and other creative expressions.**

### Learning Targets

<b>Grade 5</b>	<b>Grade 8</b>	<b>Grade 12</b>
<ol style="list-style-type: none"> <li>1. I read, view, and listen for pleasure and personal growth, using information presented in any format. That means I can use text, visual, media, or digital sources.</li> <li>2. I identify and locate what I am interested in. This means I can find books and other resources on those subjects.</li> <li>3. I read or listen for increasing amounts of time. This means I can pay attention as I read, or am read to, for longer periods of time.</li> <li>4. I use a variety of print and non-print resources. This means I use books as well as electronic sources.</li> <li>5. I identify story elements and tell how they are connected within a story. This means I can explain how a story's characters, setting, plot, theme, and sequence of events are related.</li> </ol>	<ol style="list-style-type: none"> <li>1. I use the library for recreational reading and for finding information for my own interests. This means I can use a variety of types of literature and digital formats for my own pleasure and personal growth. (mythology, biography, poetry).</li> <li>2. I identify and respond to a variety of genre for pleasure and personal growth. This means I can identify books as mysteries, science fiction, and realistic fiction.</li> <li>3. I analyze and respond to different perspectives that are presented in a variety of sources. This means I explore different viewpoints through literature and other resources.</li> <li>4. I respect the principles of Intellectual Freedom. This means I recognize censorship.</li> </ol>	<ol style="list-style-type: none"> <li>1. I use the library for recreational reading and to find information for my personal interests.</li> <li>2. I read and critique a variety of genre for pleasure and personal growth.</li> <li>3. I use and critique a variety of digital resources and other media such as movies, documentaries, music, blogs, podcasts, etc.</li> <li>4. I evaluate multiple resources and other creative expressions from diverse culture, including Montana American Indians.</li> <li>5. I respect the principles of Intellectual Freedom. This means I recognize censorship.</li> <li>6. I apply the skills learned in the school library to the broader world of information.</li> </ol>

Grade 5	Grade 8	Grade 12
<p>6. I analyze media messages. This means I can take a message apart and tell how sounds, pictures, words, and actions combine to create interest.</p> <p>7. I identify and compare a variety of genres. This means I explore different styles of fiction and can tell how they are alike and different.</p> <p>8. I understand that different perspectives are presented in a variety of resources. This means I explore different viewpoints through literature.</p> <p>9. I use diverse resources. This means I choose and use a variety of resources from different viewpoints and cultures. I include multicultural materials in my reading choices.</p> <p>10. I connect my background knowledge with other cultures. This means I can think about and explain how my experiences are similar to, or different from, other cultures and traditions.</p>	<p>5. I access and use other libraries and information environment to find information for personal use. This means I can borrow materials through ILL from other libraries. I can make connections to resources beyond the school library.</p>	

<b>K-5 Scope and Sequence</b>						
<b>Standard 1: Students identify the task and determine the resources needed.</b>						
<b>Skills:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A. Summarize or restate the task/problem				I		
B. Identify keywords for search				I		
C. Use library catalog and classification system (WebCat)						
1. Identify author, title, subject, call number, and key word entries				I		
D. Search for & list possible resources						
1. Print resources					I	
2. Nonprint (subscription databases, websites)					I	
E. Compare sources						
1. Access and use prescribed electronic sources (e.g. selected websites, World Book Online, subscription databases )					I	
2. Primary/secondary sources						
F. Narrow and broaden topic					I	
G. Use selection criteria (copyright, source, purpose, bias, fact vs. fiction, relevancy)				I		
H. Choose appropriate sources				I		

I = Introduce    R = Reinforce    RI = Reintroduce at a more advanced level

<b>K-5 Scope and Sequence</b>						
<b>Standard 2: Students locate sources, use information and present their findings.</b>						
<b>Skills:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A. Recognize library as a source of information	I					
B. Identify and locate parts of a book:						
1. Cover	I					
2. Spine	I					
3. Title page		I				
4. Illustrations	I					
5. Table of contents		I				
6. Index			I			
7. Glossary			I			
8. Dedication		I				
9. Bibliography						
10. Barcode	I					
11. Spine label (including call #)		I				
12. Charts			I			
13. Maps				I		
14. Lists			I			
15. Diagrams					I	
16. Headings					I	
17. Subheadings					I	
18. Bold type					I	
19. Picture Captions			I			
20. Guide Words				I		

I = Introduce      R = Reinforce      RI = Reintroduce at a more advanced level

<b>K-5 Scope and Sequence</b>						
<b>Standard 2: Students locate sources, use information and present their findings.</b>						
<b>Skills continued:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>C. Identify publication terminology:</b>						
1. Title	I					
2. Author	I					
3. Illustrator	I					
4. Publisher/producer					I	
5. Copyright date					I	
6. Editor						
<b>D. Locate and recognize organization of materials:</b>						
1. Fiction – <b>picture books</b>	I					
2. Fiction - <b>chapter books</b>		I				
3. Nonfiction	I					
4. Biographies				I		
5. Autobiographies:				I		
1. General Reference						
a. Almanacs						I
b. Atlas				I		
c. Thesaurus					I	
d. Encyclopedias					I	
e. Dictionaries					I	
7. Special collections (Native American, MT Collection, graphic novels )						
8. Periodicals	I					
<b>E. Access and use electronic resources:</b>						
1. Internet (search engines, URL's, terminology, data bases)				I		
2. Online subscription database (e.g. Kid Bits K-5)					I	
3. Encyclopedias (World Book Online, World Book Junior)					I	

I = Introduce      R = Reinforce      RI = Reintroduce at a more advanced level

<b>K-5 Scope and Sequence</b>						
<b>Standard 2: Students locate sources, use information and present their findings.</b>						
<b>Skills continued:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
F. Recognize and use Dewey Classification System						
1. Differentiate alphabetical vs. numerical organization		I				
2. Locate fiction materials by call number			I			
3. Location nonfiction materials by call number				I		
G. Perform presenting skills:						
1. Oral presentations						I
2. Active listening	I					
H. Use skim and scan					I	
I. Identify main ideas			I			
J. List facts and details				I		
K. Draw conclusions from given information				I		
L. Perform note taking					I	
M. Create Graphic Organizer (outline, concept map)					I	
1. Categorize information					I	
2. Sequence information					I	
N. Understand and use paraphrasing					I	
O. Evaluate information within a source						
1. Consider authority						
2. Consider accuracy						
3. Consider currency						
4. Consider bias						

I = Introduce      R = Reinforce      RI = Reintroduce at a more advanced level



<b>K-5 Scope and Sequence</b> <b>Standard 3: Students evaluate their product and learning process.</b>						
<b><u>Skills:</u></b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A. Understand and perform self evaluation						
1. Use guidelines (rubric, set criteria) to self evaluate					I	
2. Use criteria to compare final product with original task					I	
3. Identify steps taken to produce product						I
4. Reflect on own learning						I
a. Identify information learned and its importance to self						I
b. Recognize and state what need and/or want to learn next						I
5. Choose and list new learning goals for self which develop new understandings and meet learning needs (e.g. KWI chart)						I

I = Introduce      R = Reinforce      RI = Reintroduce at a more advanced level

<b>K-5 Scope and Sequence</b> <b>Standard 4: Students use information safely, ethically and legally.</b>						
<b>Skills:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A. Identify and cite sources:					I	
1. Simple bibliography					I	
2. Complete bibliography						
B. Use <b>facility</b> ethically, safely, responsibly, and consistently (library citizenship)	I					
C. Use library <b>materials</b> ethically, safely, responsibly, and consistently						
1. Follow library policies and procedures for materials check out	I					
2. Follow library policies and procedures for materials return	I					
3. Follow library policies and procedures for materials renew				I		
4. Use books and other materials with care and respect	I					
5. Obey copyright laws					I	
6. Paraphrase information from a source					I	
D. Use <b>technology</b> and electronic resources ethically, safely, and responsibly and consistently						
1. Knows and obeys district acceptable use policy				I		
2. Use Internet safely and ethically				I		
3. Use online catalog to locate sources regularly				I		
E. Construct Bibliography						
1. Know and write components of a simple bibliography					I	
2. Know and write components of a complete bibliography						
3. Understand and explain plagiarism						I

I = Introduce      R = Reinforce      RI = Reintroduce at a more advanced level

<b>K-5 Scope and Sequence</b>						
<b>Standard 5: Students pursue individual interests through literature and other creative expressions.</b>						
<b>Skills:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A. Identify and define genres of literature:</b>						
1. Fantasy	I				R	
2. Realistic fiction			I			
3. Humor	I			R		
4. Mystery			I	R		
5. Historical fiction			I			
6. Science fiction						I
7. Short Stories						
8. Classics						
<b>B. Identify and define nonfiction subjects:</b>						
1. Folk literature	I					
2. Poetry	I					
3. Legends				I		
4. Biography/Autobiography				I		
5. Informational books				I		
6. Drama						
<b>C. Identify and select works of merit:</b>						
1. Caldecott	I					
2. Newbery					I	
3. Young Reader's Choice					I	
4. Treasure State	I					
5. Coretta Scott King						
6. Pulitzer, Nobel, National Book, AP, Etc.						

I = Introduce      R = Reinforce      RI = Reintroduce at a more advanced level

<b>K-5 Scope and Sequence</b>						
<b>Standard 5: Students pursue individual interests through literature and other creative expressions.</b>						
<b>Skills continued:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
D. Perform critical analysis with a variety of formats (e.g. : text, visual, media and digital sources)						
1. Recognize various formats				I		
2. Identify various formats					I	
3. Compare and contrast different formats			I			
4. Identify images and symbols	I					
5. Analyze images and symbols				I		
6. Derive meaning/information from images and symbols		I				
7. Use logical thinking skills: sequencing, inferring, predicting		I				
8. Identify literary elements: character, setting, plot, theme, sequence of events	I					
9. Analyze literary elements: character, setting, plot, theme, sequence of events				I		
10. Describe relationships between literary elements: character, setting, plot, theme, sequence of events					I	
11. Recognize censorship/banned books						
12. Analyze media messages for propaganda						
E. Develop lifelong learning skills						
1. Select diverse information from variety of print and nonprint sources						
2. Read for pleasure			I			
3. Listen actively	I					
4. Relate background knowledge to materials selected	I				I	
5. Relate personal interests from background knowledge to sections, subjects, and genres of choice			I			
6. Expand own selection criteria to include diverse material (multicultural materials)			I			

I = Introduce      R = Reinforce      RI = Reintroduce at a more advanced level

<b>6-12 Scope and Sequence</b>							
<b>Standard 1: Students identify the task and determine the resources needed.</b>							
<b>Skills:</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
A. Summarize or restate the task/problem	RI			RI			RI
B. Identify the parts of the problem to be solved			I	RI			
C. Identify search terms							
1. Subject	I			RI			
2. Keyword	RI			RI			
3. Advanced		I		RI			
D. Use library catalog and classification system (WebCat)	RI			RI			
1. Identify author, title, subject, call number, and key word entries	RI			R			
E. Search for & list possible resources, including print and electronic sources	RI			RI			
1. Various print formats	RI			RI			
2. Subscription databases	RI			RI			
3. Free web	RI			RI			
4. Web 2.0 tools				I			
5. Video				I			
6. Pod casts				I			
7. Interviews				I			
F. Evaluate sources							
3. Consider copyright	I			R			
4. Consider authority	I			R			
5. Consider purpose	I			R			
6. Consider bias	I			R			
7. Consider fiction vs. nonfiction	RI			R			
8. Consider relevance	I			R			
G. Determine primary/secondary sources			I	RI			

<b>6-12 Scope and Sequence</b>							
<b>Standard 1: Students identify the task and determine the resources needed.</b>							
<b>Skills:</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
H. Narrow and broaden topic							
1. Create sub-topics	I			RI			
2. Identify broader topic	I			RI			
3. Recognize and understand cross-references	I			RI			
I. Select appropriate sources	R			R			

I = Introduce      R = Reinforce      RI = Reintroduce at a more advanced level

<b>6-12 Scope and Sequence</b> <b>Standard 2: Students locate sources, use information and present their findings.</b>							
<b>Skills:</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
A. Identify and use parts of a print resource							
1. Index	R			R			
2. Table of contents	R			R			
3. Glossary	R			R			
4. Title page	R			R			
5. Verso	I			R			
B. Identify parts of an electronic resource							
1. Author / authority	I			R			
2. Title	I			R			
3. URL	I			R			
4. Date of information	I			R			
C. Locate and use print materials:							
1. Recognize and use Dewey Classification System	RI			RI			
a. Fiction	RI			RI			
b. Nonfiction	RI			RI			
c. Biographies	RI			RI			
d. Reference (e.g. almanacs, atlases)	RI			RI			
2. Special collections (e.g. Native American, MT collection, graphic novels)	I			RI			
3. Periodicals	RI			RI			
D. Access and use electronic resources							
1. Differentiate between free web and subscription resources (e.g. InfoTrac, World Book Online, Britannica)	RI			RI			
2. Sort methods within databases (e.g. relevance, date)				I			
3. Critique search engines				I			
4. Recognize domain names (e.g. .gov, .edu .com)	I			R			
5. Narrow results within databases	I			R			

I = Introduce      R = Reinforce      RI = Reintroduce at a more advanced level

<b>6-12 Scope and Sequence</b> <b>Standard 2: Students locate sources, use information and present their findings.</b>							
<b>Skills continued:</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
E. Use information in resources							
1. Evaluate resource for authority	I			RI			
2. Accuracy	I			RI			
3. Currency	I			RI			
4. Bias	I			RI			
5. Skim and scan	R			RI			
6. Identify main ideas	R			RI			
7. List facts and details	R			RI			
8. Draw conclusions from given information	R			RI			
9. Perform note taking	R			RI			
10. Create Graphic Organizer (outlines, concept map)	R			RI			
a. categorize information	RI			RI			
b. sequence information	RI			RI			
11. Understand and use paraphrasing	RI			RI			
F. Identify, locate and use other sources of media or knowledgeable people							
1. Interviews		I		R			
2. Video streams	I			R			
3. Pod casts				I			
G. Complete a product / solve a problem				RI			
1. Selects best media for presentation		I		RI			
2. Create a product	RI			RI			
3. Present the product	RI			RI			
4. Defend the solution							I

I = Introduce    R = Reinforce    RI = Reintroduce at a more advanced level



<b>6-12 Scope and Sequence</b> <b>Standard 3: Students evaluate their product and learning process.</b>							
<b>Skills:</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
A. Understands and performs self evaluation							
1. Use guidelines (rubric, set criteria) to self evaluate	RI			RI			
2. Use criteria to compare final product with original task	RI			RI			
3. Identify steps taken to produce product	RI			RI			
4. Reflect on own learning	RI			RI			
a. Identify information learned and its importance to self	RI			RI			
b. Recognize and state what need and/or want to learn next	RI			RI			
5. Choose and list new learning goals for self which develop new understandings and meet learning needs (KWI)	RI			RI			

I = Introduce      R = Reinforce      RI = Reintroduce at a more advanced level

<b>6-12 Scope and Sequence</b> <b>Standard 4: Students use information safely, ethically and legally.</b>							
<b>Skills:</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
A. Identify and cite sources:							
1. Know and write components of informal works cited (bibliography)	RI			RI			
2. Know and write components of formal works cited (bibliography)	I			RI			
3. Know and use in-text, parenthetical citations				I			
4. Discern between my ideas and others, know when to cite				I			
5. Understand and explain plagiarism	RI			RI			
B. Use <b>facility</b> ethically, safely, responsibly, and consistently (library citizenship)	RI			RI			
C. Use library <b>materials</b> ethically, safely, responsibly, and consistently	RI			RI			
1. Follow library policies and procedures for materials check out	RI			RI			
2. Follow library policies and procedures for materials return	RI			RI			
3. Follow library policies and procedures for materials renew	RI			RI			
4. Use books and other materials with care and respect	RI			RI			
5. Obey copyright laws	R			R			
6. Paraphrase information from a source	R			R			
D. Use <b>technology</b> and electronic resources ethically, safely, and responsibly and consistently							
1. Know and obey district acceptable use policy	RI			RI			
2. Use Internet safely and ethically	RI			RI			
3. Use online catalog to locate sources regularly	RI			RI			
4. Participate and collaborate safely and ethically online (Web 2.0)				I			
5. Search and use electronic books				I			
6. Search and use databases	I			RI			

I = Introduce    R = Reinforce    RI = Reintroduce at a more advanced level

<b>6-12 Scope and Sequence</b> <b>Standard 5: Students pursue individual interests through literature and other creative expressions.</b>							
<b>Skills:</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
A. Identify and define genres of literature:							
1. Fantasy	R			R			
2. Realistic fiction	R			R			
3. Humor	R			R			
4. Mystery	R			R			
5. Historical fiction	R			R			
6. Science fiction	R			R			
7. Short Stories	R			I			
8. Classics	I			RI			
B. Identify and define nonfiction subjects:							
1. Folk literature	R			R			
2. Poetry	R			R			
3. Legends	R			R			
4. Biography/Autobiography	R			R			
5. Informational books	R			R			
6. Drama				I			
C. Identify and select works of merit:							
1. Caldecott							
2. Newbery	R						
3. Young Reader's Choice	RI			RI			
4. Treasure State							
5. Coretta Scott King	I			R			
6. Other award-winning books (e.g. Pulitzer, National Book, AP)				I			

I = Introduce    R = Reinforce    RI = Reintroduce at a more advanced level

<b>6-12 Scope and Sequence</b> <b>Standard 5: Students pursue individual interests through literature and other creative expressions.</b>							
<b>Skills continued:</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
D. Perform critical analysis with a variety of formats							
1. Compare and contrast different formats	RI			RI			
2. Identify and analyze images and symbols	R			R			
3. Derive meaning/information from images and symbols	R			R			
4. Use logical thinking skills: sequencing, inferring, predicting	R			R			
5. Analyze literary elements: character, setting, plot, theme, sequence of events (e.g. book talks)	R			RI			
6. Recognize censorship/banned books	I			RI			
7. Analyze media messages for propaganda		I		RI			
E. Develop lifelong learning skills							
1. Select diverse information from a variety of print and nonprint sources	I			RI			
2. Read for pleasure	R			R			
3. Listen actively	R			R			
4. Relate background knowledge to materials selected	R			R			
5. Relate personal interests from background knowledge to sections, subjects, and genres of choice	R			R			
6. Expand own selection criteria to include diverse materials (multicultural materials)	R			R			
7. Use sources outside the school library	I			RI			

I = Introduce    R = Reinforce    RI = Reintroduce at a more advanced level

## Montana Standards for Information Literacy/Library Media Glossary

**Accuracy** - Measures the degree to which information sources are free from mistakes and errors

**Authority** - The knowledge and experience that qualifies a person to write or speak as an expert on a given subject.

**Benchmarks** – Indicators of progress toward achieving standards.

**Bias** - Judgment unfairly influenced by subjective opinion when the situation calls for reliance on objective fact.

**Big 6™** - A systematic approach to information problem solving using a six step process. The Big6™ can be used whenever an individual has an information problem.

**Boolean** - Words used in searching on a computer, e.g., *and*, *or*, *not*.

**Brainstorming** – An activity used to generate an idea that has no right or wrong answers.

**Cite Sources** – Reference to book, article, webpage or other published item with sufficient detail to identify the item uniquely. To quote or refer to an authority outside oneself. (e.g., title, author, publisher, website, location)

**Collaborate** - to work together in small groups or through collaboration tools, to exchange ideas, to develop understandings

**Communication Tools** - Any digital tool that allows for exchange of information and ideas both synchronous and asynchronous (e.g., email, instant messaging, forums)

**Copyright** - The idea that the authors of ideas, designs, and products may register their intellectual property with the government, thereby limiting the extent to which others may use and profit from, modify, or perform the protected creation. Creative Expressions – Creative or artistic works in a variety of media formats or creative or artistic productions and presentations (e.g., plays, exhibitions, concerts)

**Critical Thinking** – The skill required to develop effective and efficient search strategies, assess the relevance and accuracy of information retrieved, evaluate the authority of the person(s) or organization producing information content, and analyze the assumptions, evidence, and logical arguments presented in relevant sources.

**Digital Information** - written language, audio, or video accessed through digital means.

**Digital Media** - Any type of information in digital format, including computer-generated text, graphics, audio and animations.

**Digital Presentation Tools** - Tools that facilitate the sharing of information with others, either locally or in a virtual environment.

**Digital Sources** - information gathered (written, audio, video) online and noted.

**Digital Tools** - Inclusive of all hardware and/or software. (e.g., Computers, PDA's, Personal Video Players, personal music players, Word processors, Spreadsheets, Instant messaging, web browsers, web 2.0 tools)

**Equitable access** – Fair opportunity to use resources (Access regardless of age, origin, background or views) School libraries provide resources and services that create and sustain an atmosphere of free inquiry.

**Ethical Use** - Respecting the hardware, ownership, privacy, and use of digital tools. (e.g., respecting ownership of intellectual property, being mindful of security and passwords, giving credit to cited sources, exhibiting appropriate behavior online, acknowledging boundaries of privacy)

**Extract** - draw or pull out

**Fair Use** - allows the education community to review, comment on, parody, and study copy-written materials with proper citation according to provisions in the U.S. Copyright Code providing for limited use of copyrighted materials for Educational purposes.

**Format** - A general description of an item whether it is print or non-print or digital or electronic or realia.

**Global Communication** - Refers to student communication outside the traditional classroom to learn collaboratively with other students from around the world.

**Global Learning Environment** - digital environment that extends the learning beyond the classroom walls

**Information Literacy** - the ability to recognize when information is needed then to locate, evaluate, and effectively use that information.

**Inquiry** - Inquiry is any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem.

**Intellectual Freedom** - The right under the First Amendment to the U.S. Constitution of any person to read or express views that may be unpopular or offensive to some people, within certain limitations (libel, slander, etc.)

**Intellectual Property** - Tangible products of the human mind and intelligence entitled to the legal status of personal property, especially works protected by copyright, inventions that have been patented, and registered trademarks. An idea is considered the intellectual property of its creator only after it has been recorded or made manifest in specific form. (e.g. music, literature, artistic works, symbols, names, images, designs).

**KWL Chart** – to guide a student in determining what he/she **K**nows, what he/she **W**ants to know, then at the conclusion to assess what he/she has **L**earned.

### **Language Hierarchy**

- **With Assistance** - One to one help with step by step learning
- **With Guidance** – Using prompts, hints, limited input
- **At proficient** – mastery level
- **Independently** - Students perform at a superior level, without prompting, beyond classroom assignment

**Learning Targets** – Clear and usable statements of intended learning taught to students and which students are expected to learn at specific grade levels or in specific classes and leading to the mastery of benchmarks and standards.

**Media literacy** - The combination of knowledge and skills required to access, analyze, interpret, evaluate, and create media in a variety of forms.

**Multi-literacies** – Changing the notion of literacy pedagogy, this idea expands literacy to cultural expressions and technological endeavors beyond language. “being multiliterate is being able not only to read textual messages, but also be competent in interpreting symbols and images, and in using multimedia and other technological tools, such as the internet, all of which allow us to construct meaning, learn and interact with others. Being multiliterate also embraces understanding multiculturalism and showing respect to diversity, which reflects in effective interaction.” definition taken from: <http://mylearningblog.blogspot.com/2004/09/multiliteracies-definition-reflection.html>

**Personal Responsibility** - Understanding that personal actions have effects and that individuals are responsible for choices they make.

**Realia** – Three-dimensional objects from real life, whether man-made or naturally occurring, usually borrowed, purchased or donated.

**Relevance** - The extent to which information retrieved in a search of a library collection or other resource, such as an online catalog or bibliographic database, is judged by the user to be applicable to ("about") the subject of the query. Relevance depends on the searcher's subjective perception of the degree to which the document fulfills the information need, which may or may not have been expressed fully or with precision in the search statement.

**Resources** – Somebody or something used to solve a problem. (e.g., print materials, people, digital materials, archives, online databases, realia, articles, Internet,)

**Search Tools** - a simple search field with options to search text or resources on a local, regional-wide or world-wide database.

**Standards** – Set of qualities or measures by which performance, skills, or other knowledge is judged; in this case, a distillation of what students should know and be able to do.

**Synthesis** - Creatively or divergently applying prior knowledge and skills to produce a new or original whole. (adapts; anticipates; collaborates; combines; communicates; compiles; composes; creates; designs; develops; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; intervenes; invents; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates).

**Technological** – Of or pertaining to technology.

**Textual** - Of, relating to, or conforming to a text.

**Visual** - Seen or able to be seen by the eye; visible: a visual presentation; a design with a dramatic visual effect.



# *Library Bill of Rights*

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961; June 28, 1967; and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

## Library Media Standards and Procedures

**10.55.709 LIBRARY MEDIA SERVICES, K-12** (1) The library shall be housed in a central location, and each school shall have a full-time or part-time licensed school library media specialist with a K-12 library media endorsement at the following ratio:

- (a) .5 FTE for schools with 126-250 students;
- (b) 1 FTE for schools with 251-500 students;
- (c) 1.5 FTE for schools with 501-1000 students;
- (d) 2 FTE for schools with 1001-1500 students;
- (e) 2.5 FTE for schools with 1501-2000 students;
- (f) 3 FTE for schools with 2001 or more students.

(2) Schools or districts of fewer than 125 students shall employ or contract with a licensed, endorsed school library media specialist, or seek alternative ways to provide library media services, using licensed personnel. For example, they may contract for services or receive services from a regional, licensed library media specialist provided through joint efforts of adjacent districts and/or counties.

(a) Alternative services shall include:

- (i) instruction in library media skills;
- (ii) administration of a library media program that meets the district's instructional goals;
- (iii) collection, development and management;
- (iv) reader assistance;
- (v) library media collection management; and
- (vi) in-service in the use of new resources and equipment.

### **Library/Media: Program**

The school library media program is essential in creating independent learners who are efficient consumers and producers of information. By using a variety of information formats, focusing on the learning process and collaborating with other disciplines, school libraries provide the entire school community with opportunities to acquire the information skills they need to interact responsibly in a global society. An ongoing desire to know, a love for reading and a respect for information will transform a student into a lifelong independent learner. The role of libraries in a democratic society is to embrace the social responsibility of learning.

**10.55.1801 LIBRARY/MEDIA PROGRAM DELIVERY STANDARDS** (In accordance with ARM 10.55.603 and ARM 10.55.1001)

(1) In general, a basic program in library media shall:

- (a) meet the following conditions:
  - (i) establish flexible scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;
  - (ii) ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process;

- (iii) model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and
- (iv) advise the board of trustees on policy and rule pertaining to:
  - (A) developing and maintaining a library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;
  - (B) engaging in comprehensive long range planning to administer and manage, in a secure area, the human, financial, and physical resources of the library to locate, access, and use on-site resources that are organized and cataloged; and
  - (C) implementing a viable collection development policy which includes the following components:
    - (I) materials selection and de-selection;
    - (II) challenged materials procedure;
    - (III) intellectual/academic freedom statement;
    - (IV) confidentiality assurance;
    - (V) copyright guidelines; and
    - (VI) gifts and donations.
- (b) include the following practices:
  - (i) collaborate with classroom teachers of all disciplines to highlight and reinforce the commonalities and links between and among the curricular areas;
  - (ii) cooperate and join with other libraries, information agencies, and community resources in the sharing of materials;
  - (iii) encourage partnerships with information centers that use electronic information systems; and
  - (iv) participate in school-wide technology and telecommunications planning and promote its integration into all instructional programs.

## Missoula County Public Schools Board Policy

### INSTRUCTION

2310

#### Selection of Library Materials

The District has library centers in every school with the primary objective of implementing and supporting the educational program in the schools. It is the objective of these centers to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

Every child has the right to a variety of learning materials to broaden interests and experiences and to stimulate mental growth. The well-administered school library media center is the most effective and economical way to provide each child with exploratory experiences, reading guidance, instruction in the use of a variety of materials and curriculum enrichment.

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights, endorsed by the American Association of School Librarians in 1996.

The Superintendent is responsible for selection of library materials. Ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The Principal further delegates that authority to the library media specialist in the school.

Legal reference:

	§ 20-4-402(5), MCA	Duties of district superintendent or high school principal
§ 20-7-203, MCA		Trustees' policies for school library
§ 20-7-404, MCA		School library book selection

#### Policy History:

Adopted on: January 14, 2003

Revised on:

## Missoula County Public Schools Board Policy

### INSTRUCTION

2310P  
page 1 of 3

#### Selection of Library Media Center Materials

The selection of library material is a professional task conducted by the Library Media Specialist.  
The selection should be based on:

Needs of the curriculum and requests from administrators and teachers.

Needs of individual students and requests by parents and students.

Provision of a wide range of materials at all levels of difficulty, with a diversity of appeal and presentation of different points of view.

Provision of materials that are accurate and objective.

Provision of materials that are relevant to today's world.

Provision of materials that represent artistic, historic and literary qualities.

Provision of materials appropriate for the age maturity level of the students using the libraries.

In selecting library materials, the Library Media Specialist will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids. The following aids may be used in the selection of materials:

#### A. Print Media

1. Books
  - American Library Association publications
  - American Association for the Advancement of Science:
    - Science Booklists for Children
  - American Association for the Advancement of Science:
    - Science Books and Films
  - Best Books for Children
  - Books for Secondary School Libraries
  - Children's Catalog
  - Core Media Collection for Secondary Schools
  - Elementary School Library Collection
  - Junior High School Library Catalog
  - Reference Books for School Libraries
  - Guide to Sources in Educational Media
  - National Council of Teachers of English Publications

Periodicals for School Libraries  
Senior High School Library Catalog  
American Historical fiction

2. Periodicals
  - Book Review Digest
  - Booklist
  - Book Report
  - Early Years
  - Elementary Language Arts
  - English Journal
  - On-Line Journal for School Mathematics
  - Hornbook
  - Journal of Reading
  - Reading Teacher
  - School Library Journal
  - AASA Science Books and films
  - The Social Studies
  - Willson Library Bulletin
  - School Librarian Workshop
  - Teacher Librarian
  - Other periodicals in special curriculum areas
- B. Non-print Media
  - Booklist
  - Media & Methods
  - School Library Journal
  - Instructional Innovation
  - Technology & Learning
  - Classroom Connection
  - The Journal
- C. Numerous specialized bibliographies are also referred to, as well as bibliographies given in textbooks adopted by the District. Materials not reviewed in standard sources are purchased only after careful examination.
3. On-Line Websites
  - American Library Association
  - PBS Teacher Sources
  - Busy Teachers' Website
  - Big Chalk.com
  - Web Feet

Weeding

When materials no longer meet the criteria for selection, they shall be weeded. Weeding is a necessary aspect of selection, since every library media center will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out. The Library Media Specialist, with input from classroom teachers, should weed the collection on on-going basis.

Media will be discarded according to District procedures and state law.

Gifts

Gift materials may be accepted with the understanding that they must meet criteria set for media selection.

Procedure History:

Adopted on: January 14, 2003

Revised on:

## Missoula County Public Schools Board Policy

### INSTRUCTION

2312

#### Copyright

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio, visual, or printed materials and computer software, unless the copying or using conforms to the “fair use” doctrine.

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

While the District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of District staff to abide by the District’s copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. The District cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the District’s procedures or is permissible under the law should contact the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

Legal Reference: 17 USC 101 - 1010 Federal Copyright  
Law of 1976

#### Policy History:

Adopted on: January 14, 2003

Revised on:



Copyright Compliance

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one (1) per pupil, for classroom use if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

1. Brevity
  - a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
  - b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
  - c. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.
2. Spontaneity. Should be at the “instance and inspiration” of the individual teacher.
3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. “Consumable” works include: workbooks, exercises, standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the

purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

#### Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

#### Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance, when the purchased copies have been lost, destroyed, or are otherwise not available.

#### Procedure History:

Adopted on: January 14, 2003

Revised on:

## INSTRUCTION

### Procedure for Dealing with Challenged Educational Resources:

#### **Procedure for Informal Resolution:**

The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.

1. The Complainant needs to discuss their concerns with the person responsible for the challenged material (i.e., teacher, librarian) and the building principal/designee.

The complainant will be given the District memorandum (2313F-Memo) and a packet consisting of the six items listed in the memorandum.

#### **Procedure for a Formal Challenge:**

If the formal request for reconsideration is received by the principal within two weeks, the Challenged Educational Resources Committee is convened and a decision is rendered in accordance with applicable policy.

4. In accordance with statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the child (or children) of the parents making the complaint, if they so desire.
5. Upon receipt of a completed objection form, the principal in the building involved will request the superintendent or his/her designee convene the Challenged Educational Resources Committee. This committee shall consist of four people chosen by the superintendent and four people chosen by the Union representing the teachers. The committee shall meet to discuss the materials, following the guidelines set forth in the instructions to the Academic Freedom Committee and shall prepare a report of it regarding the material containing its decision on disposition of the matter in concurrence with the Superintendent. The written report shall be submitted to the principal with copies sent to the Superintendent and the Assistant Superintendent of Curriculum & Instruction.
6. The committee may refuse to investigate or hold a hearing on any complaint which the majority of the committee members consider to patently frivolous, without merit. The Board of Trustees may remand the complainant to the committee for reconsideration.
7. The principal shall notify complainant of the decision. If the committee recommends keeping the work that caused the complaint, the complainant shall be given the explanation written by the Challenged Educational Resources Committee.
8. The written report shall be retained by the school principal.
9. The decision of the Challenged Educational Resources Committee, in concurrence with the Superintendent, will be delivered to the complainant.

10. If the complainant is still not satisfied, he or she may ask the Superintendent to present an appeal to the Board of Trustees, which shall make a final determination of the issue. The Board of Trustees may seek assistance from outside organizations such as the American Library Association, the Association for Supervision and Curriculum Development, etc., in making its determination.

### **Guiding Principles**

- Any resident or employee of the District may raise objection to learning resources used in a school's educational program, despite the fact the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources.
- Missoula County Public Schools supports the *Library Bill of Rights*, adopted by the American Library Association. When learning resources are challenged, the principles of the freedom to read/view/listen must be defended as well. (copies of the *Library Bill of Rights*, *The Freedom to Read* and *Freedom to View* statements follow this policy and are hot-linked online)

### **Responsibilities of the Challenged Educational Resources Committee**

- Decisions should be based on the principles of the freedom to read and view statements rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.
- All materials should be read thoroughly along with available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.
- Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole. The challenged resource should be considered in the context of the educational program.
- The resulting written report, presenting both majority and minority opinions, will be presented by the principal after receiving the written report and decision of the Challenged Educational Resources Committee.

#### Procedure History:

Presented to PN&P Committee on January 26, 2005

Approved on: February 8, 2005

Revisions presented to PN&P Committee on August 31, 2005

Approved on: September 13, 2005

# The Big6™ Skills

The Big6 is a process model of how people of all ages solve an information problem.

## **1. Task Definition**

1.1 Define the information problem

1.2 Identify information needed (to solve the information problem)

- What is my current task?
- What are some topics or questions I need to answer?
- What information will I need?

## **2. Information Seeking Strategies**

2.1 Determine all possible sources (brainstorm)

2.2 Select the best sources

- What are all the possible sources to check?
- What are the best sources of information for this task?

## **3. Location and Access**

3.1 Locate sources (intellectually and physically)

3.2 Find information within sources

- Where can I find these sources?
- Where can I find the information in the source?

## **4. Use of Information**

4.1 Engage (e.g., read, hear, view, touch)

4.2 Extract relevant information

- What information do I expect to find in this source?
- What information from the source is useful?

## **5. Synthesis**

5.1 Organize from multiple sources

5.2 Present the information

- How will I organize my information?
- How should I present my information?

## **6. Evaluation**

6.1 Judge the product (effectiveness)

6.2 Judge the process (efficiency)

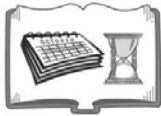
- Did I do what was required?
- Did I complete each of the Big6 Stages efficiently?

The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz. For more information, visit: [www.big6.com](http://www.big6.com)

Handout created by: Barbara J. Shoemaker, School Media Specialist, Mill Road Elementary, K-2  
Red Hook Central School District, Red Hook, NY

# Comprehension Strategies

*Proficient readers use these strategies before, during and after reading:*



## Activate Background Knowledge

- What do you already know about this topic?
- What connections(schema) can you make to your life, the world or other things you have read?



## Ask Questions

- What do you want to know about this topic?
- What questions come up as you read?



## Infer

- What background knowledge and explicit information from the text are you using to make meaning?
- What questions come up as you read?



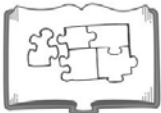
## Determine Importance

- What words, sentences, ideas, and themes are especially important?
- What is the big picture, the main idea?



## Make Mental Images

- What images come to mind as you read?



## Synthesize

- What inferences and key concepts are you putting together to deepen your understanding?



## Monitor Comprehension

- Where does your comprehension break down?
- What causes the difficulty?
- How can you fix it?

✓Reread   ✓Read ahead   ✓Use Context Clues  
✓Restate   ✓Research   ✓Check Pictures & Graphics  
✓Use Decoding Strategies (Sound it out)



# **ESSENTIAL UNDERSTANDINGS REGARDING** **MONTANA INDIANS**

## **Essential Understanding 1**

There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

## **Essential Understanding 2**

There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

## **Essential Understanding 3**

The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.

## **Essential Understanding 4**

Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:

- I. Both parties to treaties were sovereign powers.*
- II. Indian tribes had some form of transferable title to the land.*
- III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.*

## **Essential Understanding 5**

Federal policies, put into place throughout American history, have affected Indian people and still shape who they are today. Much of Indian history can be related through several major federal policy periods:

- Colonization Period 1492 -*
- Treaty Period 1789 - 1871*
- Allotment Period 1887 - 1934*
- Boarding School Period 1879 - - -*
- Tribal Reorganization Period 1934 - 1958*
- Termination Period 1953 - 1988*
- Self-determination 1975 – current*

## **Essential Understanding 6**

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

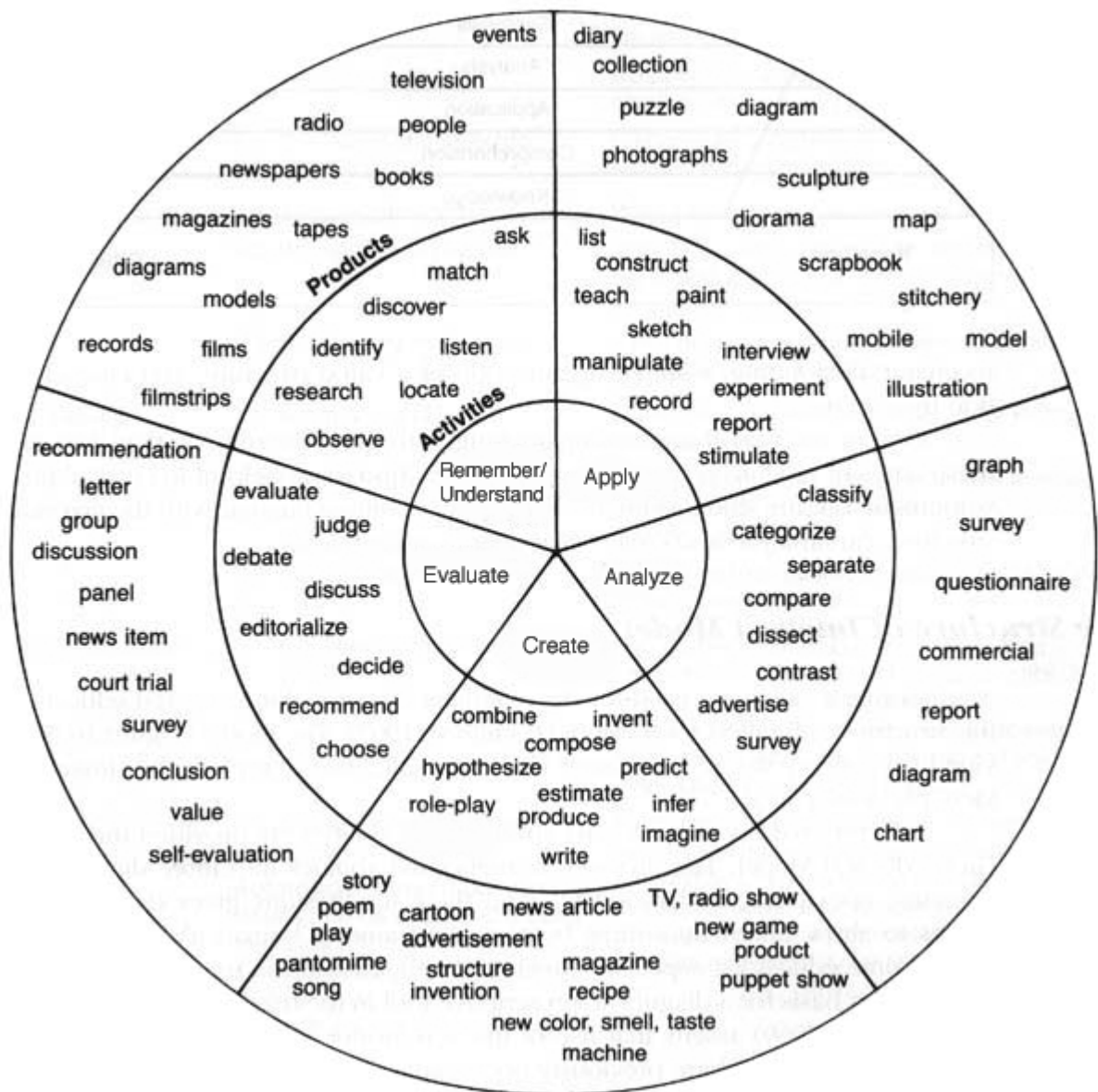
## **Essential Understanding 7**

Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

## Bloom's Taxonomy Adaptation for Active Learning

Clark (2002) provided an adaptation of Bloom's work to facilitate active learning. The inner ring contains the original levels of Bloom's taxonomy. The middle ring offers synonyms for the various academic processes that comprise that taxonomic level. The outer ring links process to product.

### Cognitive Taxonomy Circle



Based on: Clark, B. (2002). Growing up gifted:  
Developing the potential of children at home and at school.  
Upper Saddle River, NJ: Merrill Prentice Hall.



## References

- American Association of School Librarians. (2007). *Standards for the 21<sup>st</sup>-century learner*. Chicago, IL: American Library Association.
- Association of College & Research Libraries. (2000). *Information literacy competency standards for higher education*. Chicago, IL: American Library Association.
- Eisenberg, Michael. (2004). *Information literacy: Essential skills for the information age*. Westport, CT: Libraries Unlimited.
- Lance, Keith Curry, Loertscher, David V. (2003). *Powering achievement: School library media programs make a difference, the evidence*. San Jose, CA: Hi Willow Research & Publishing.
- Marzano, Robert J. (1996). Eight questions about implementing standards-based education. *Practical Assessment, Research & Evaluation*, 5(6). Retrieved January 10, 2008 from <http://PAREonline.net/getvn.asp?v=5&n=6>.
- Murray, Janet R. (2008). *Achieving educational standards using the Big6*. Columbus, OH: Linworth Publishing, Inc.
- Scholastic Research & Results, (2008). *School libraries work!* New York, NY: Scholastic Library Publishing.
- Stiggins, R. J., Arter, J. A., Chappuis, J., & Chappuis, S. (2004). *Classroom assessment for student learning: doing it right, using it well*. Portland, OR: Assessment Training Institute.
- Woolls, Blanche. (2004). *The School library media manager*, 3<sup>rd</sup> Edition. Westport, CT: Libraries Unlimited.

**MISSOULA**  
COUNTY PUBLIC SCHOOLS

**215 S. 6<sup>th</sup> Street W.**  
**Missoula, MT 59801**  
**406-728-2400**  
**[www.mcps.k12.mt.us](http://www.mcps.k12.mt.us)**